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ABSTRACT

This handbook, funded by the Veatch Foundation of Plandome, New York, is a resource guide for parents who want to become involved in and advocate for their children's education. The first section gives background on Title I/Chapter I and the opportunity this program gave parents to get involved in education. The importance of parental involvement is emphasized and suggestions on how parents can participate are given. This is followed by a section on the basic legal rights of students and parents: rights of free expression, access to public information, and access to student records. Next, a list of organizations that work on behalf of disadvantaged students and/or promote the rights of parents is given, divided into primary and secondary resources. Finally, an extensive annotated list of publications of help to parents is provided. (CG)

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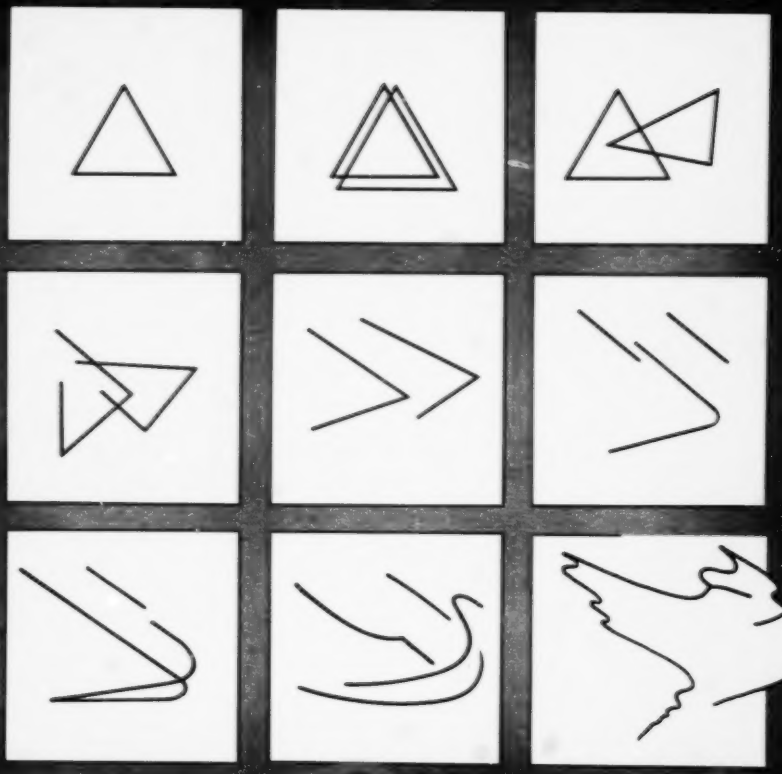

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Natl Coalition of Title I
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1985. The National Coalition of Title I/Chapter I Parents.

I would like to live for a long, long time
That I might see the world open wide,
Full of advantages for every child to enjoy
There are so many problems,
Not so many facing us but facing other children—
Hunger, war, poverty, prejudice, divorce,
Pollution, drugs, poor health care, child abuse
And poor education. These problems did not start today.
They will not go away tomorrow.
I feel sad for children everywhere, but there is hope.
It would not hurt to say, "I'll help a child today."
I'd like to live for a long, long time,
That I might see the world open wide,
Full of advantages for every child to enjoy.

(The voice of an unknown child at the April 28, 1983 hearing before the Select Committee on Children, Youth and Families, U.S. House of Representatives.)

PREFACE

In the preface to our first handbook for parents, *Organizing an Effective Parent Advisory Council,* we made several assertions about the importance of parent involvement in education. The evidence back then in 1977, was even less supportive and more confusing than it is today. Yet we had witnessed so many positive experiences in communities and school districts throughout the country, that we felt confident in saying that "parents are unique," and innately their children's "first, most important, and in many cases, most successful teacher."

This manual is dedicated to these same spirited individuals: parents. It is a tribute to you for your championing of a cause, that in all honesty, is unpopular in contemporary America: the cause of disadvantaged children, yes, children in general. Title I of the Elementary and Secondary Education Act of 1965 was the starting point. It gave parents the opportunity to prove their value in the education process. And because of your efforts, Title I, now known as Chapter I, is still this nation's most important commitment to the education of disadvantaged children.

Like most federal programs, Title I/Chapter I has had its share of recent setbacks. But this manual is a testament that your efforts have not gone unnoticed or been in vain. The number of organizations dedicated to the cause of education or concerned about improving the well-being of children has tripled over the past decade. Over 50 such organizations appear in this manual. And more people than ever before, parents and educators alike, are sharing and publishing their successes. This resource guide highlights several of these publications, along with a variety of other essential educational literature.

There is a tremendous feeling at the local level that we are all "in this thing together," and that the survival of all of our children depends on how well we unite in support of each other. Children make up 40 percent of the population and 100 percent of our future. Abraham Lincoln said: "A child is a person who is going to carry on what you have started. He is going to sit where you are sitting, and when you are gone attend to those things that you think are important. The fate of humanity is in his hands." If we really believe that, then why don't we make children our highest priority? Why don't we give our children the time, resources, care and love they deserve, and that they will subsequently pass on to their own children?

That too is the purpose of this resource guide. It is but a link in a long, and hopefully, never-ending chain of commitment that can move us from involvement to advocacy.

Read it. Use it. Above all, share it.

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TITLE I/CHAPTER I
THE PROTOTYPE FOR PARENT INVOLVEMENT

As a nation founded upon democratic principles, our citizens have always enjoyed a voice in established public institutions. Particularly in the area of public education, citizens have participated in the decisionmaking process through the election of school board members, budget referendums, parent-teacher associations and individual home/school relationships. This type of participation, however, has primarily been indirect and has seldom provided an opportunity for the parents of children served by the system, especially the parents of economically disadvantaged children, to directly influence the type of services provided. Title I however, gave them that opportunity.

Twenty years ago, Congress created a federal education program called Title I of the Elementary and Secondary Education Act (now Chapter I of the Education Consolidation and Improvement Act) so that school districts could provide extra educational help to poor children who were behind in school.

Since 1965, 87% of the nation's public school districts and many private schools have used Chapter I funds to help more than 95 million educationally disadvantaged children. Most Chapter I money is used to provide extra help in reading and math for elementary school children whose test scores show that they are not working at or near the level of other children their age.

Chapter I funds can be used for a variety of purposes. They can be used to pay the salaries of teachers and classroom aides who work with educationally disadvantaged children, or to purchase special materials and equipment designed to help children who are having trouble learning. Chapter I funds can also be used to train Chapter I and regular teachers so that they are better prepared to help children in need of special assistance. Lastly, but equally as important, Chapter I funds can be used to train and encourage parents to become more involved in their children's education.

Title I was one of the first programs to recognize the value of involving parents in the decisionmaking and instructional aspects of education. The original framers of the statute viewed the involvement of parents of the children to be served as a refinement which would increase the overall effectiveness of the program. As the chart on the next page shows, official recognition of the concept of parent involvement began in 1964 with a statement of support from then-Secretary of HEW, Wilber Cohen. One year after the law was enacted, Public Law 89-750 amended Title I to include a provision for community involvement and in July 1968, federal guidelines approved the establishment of Parent Advisory Councils (PACs) at the local level as the mechanism for carrying out the program's congressional mandate for parent involvement.

Support for parent involvement slowly gained momentum. In 1971, PL 91-230 gave the Commissioner of Education discretion to regulate parent involvement for any education program for which he determined it was essential. The Commissioner exercised that discretion, and district wide PACs and parent involvement for Title I ESEA became a federal requirement in October of 1971. Target school PACs were added in the Education Amendments of 1974.

When Title I became Chapter I in 1981, some major protections for eligible children and their parents were lost. The 1983 Amendments made things better by closing the biggest targeting loopholes, strengthening evaluation requirements and requiring more meaningful parent involvement. At first, the Chapter I law only said that programs had to be "designed and implemented in consultation with parents . . ." Now Chapter I requires that school districts hold a meeting for parents of all eligible children to tell them about Chapter I and to set up a process for keeping parents involved throughout

A Summary of the History of Parental Involvement in Chapter I

1964 — Wilbur Cohen, Secretary of HEW, supported the concept of parental involvement in educational programs in a report to OEO on child development.

1966 — P.L. 89-750 amended Title I to include a provision for community involvement.

1967 — Program Guide 29 focused on comprehensive planning, including coordination with community action groups.

1968 — Kerner Report indicated that increased community and parental participation in the school system was "essential to the successful functioning of the inner city school."

— Harold Howe—Statement on "Participation and Partnership"—"We must listen to the people we are trying to serve and enlist their support not just as spectators but as active participants in the decisionmaking process."

— Program Guides 46—46-A (July 19) suggested LEA's establish PAC's for Title I.

1971 — P. L. 91-230 gave the Commissioner the power to require parental involvement for any federally financed program which he felt might benefit from such participation.

— Parental involvement became a requirement for Title I. District-wide PAC's were required.

1974 — P. L. 93-380 provided that PAC's be required for each district and each school served by the program. Membership must be selected by parents. Majority must be parents.

— A consortium of public interest groups, with the formal endorsement of the Office of Education, sponsored a national in-service conference for Title I parents. From this the National Coalition of Title I Parents was organized.

1981 — The Education Consolidation and Improvement Act severely weakened parent involvement through legislative terminology that parents be consulted in the design and implementation of Chapter I. This consultation has been interpreted loosely by many school districts and as a result a severe decline in parent involvement has been witnessed.

the year. This meeting, in effect, becomes the starting point for parents to take the initiative in determining the form of consultation their school district should establish.

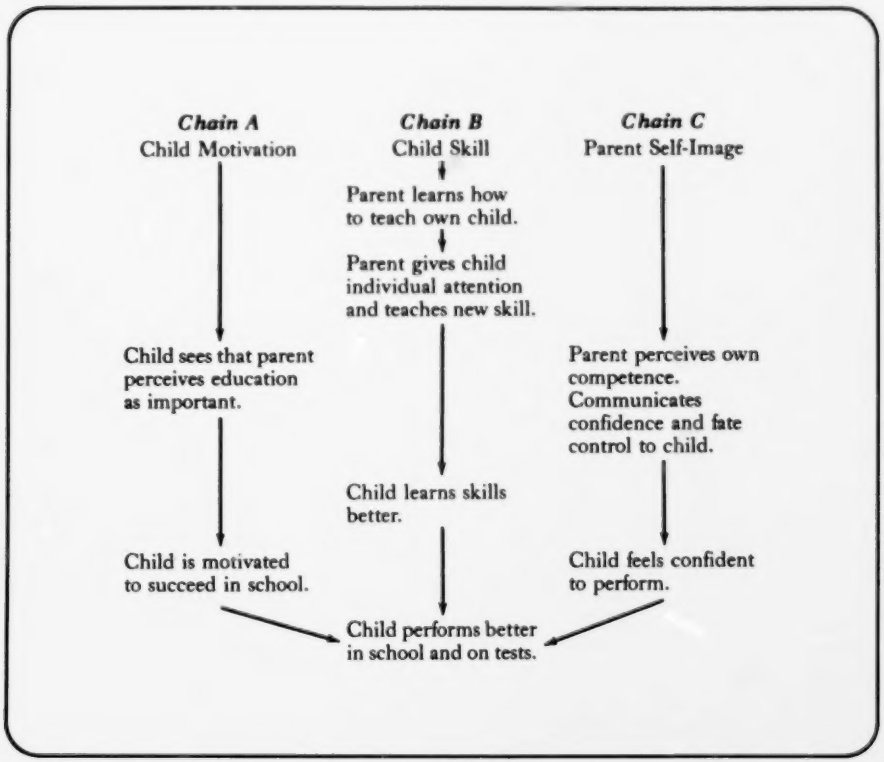
The law also requires that school districts have **written policies** to make sure that:

- parents are involved in planning and carrying out programs;
- parents have the opportunity to give their views on Chapter I policies; and
- parents (and the general public) have access to program plans and evaluations.

Parent Involvement Makes a Difference

There is documented evidence that parent involvement can translate into higher student achievement, increased community support for school and realistic preparation of students for their roles as active participants in a democratic society. Even if there was no documented evidence, common sense dictates that a caring, involved parent can make a difference in a child's education. When parents show a strong interest in their children's schooling, they promote the development of attitudes that are key to achievement, attitudes that are more a product of how the family interacts than of its social class or income. If schools treat parents as powerless or unimportant, or if they discourage parents from taking an interest, they promote the development of attitudes in parents, and subsequently in their children, that inhibit achievement.

The following diagram summarizes how parent involvement fits into the motivational process that impels a child to learn:


Chain A
Child Motivation
Child sees that parent perceives education as important.
Child is motivated to succeed in school.
Chain B
Child Skill
Parent learns how to teach own child.
Parent gives child individual attention and teaches new skill.
Child learns skills better.
Chain C
Parent Self-Image
Parent perceives own competence. Communicates confidence and fate control to child.
Child feels confident to perform.
Child performs better in school and on tests.

Further underscoring the effectiveness of parent involvement in Chapter I programs is the rippling positive effect the experience has had on participating parents. We have observed numerous instances where long term service on local and districtwide PACs has resulted in a reinforcement of the importance of education to many parents themselves. Many parents have returned to school, gained their high school equivalency diploma, gone on to higher education, received their college degrees, even run for elected office—and won!

Take a Given and Make It Better

We all believe that there is a correlation between a child's educational achievement level and his or her environmental influences. The neighborhood, peer associations, enriching exposures, home conditions, health factors and other aspects of a child's life can combine with school experiences to mold background knowledge and attitudes. To be effective, any eduational program must evaluate the individual child's educational needs. It must provide coordinated supplemental services to help maximize his or her educational attainment. Parents, as the primary contributors to their child's experiences, are uniquely qualified to advise on these services. Their opinions and insights should be considered during the planning, implementation and evaluation stages of each school's program for children.

Title I started a formalized mechanism for parent participation that is now being duplicated in educational programs throughout the country. But the first step begins on an informal level—in the home.

Starting today, you can improve the educational attainment of your children by:

- Encouraging them to achieve to their maximum potential.
- Meeting with their teachers to develop and coordinate home reinforcement activities.
- Serving as aides to teachers, thus allowing them to provide more individualized intensive instruction to your children.
- Increasing the awareness and efficiency of school personnel toward quality instruction by visibly taking an interest in their activities and job performance.
- Reducing the incidence of discipline problems among students by disciplining your own children.
- Providing a base from which school administrators can solicit additional community involvement and support.

Above all, ACT. Not react, but ACT—initiate action. The only way parents can be involved and decisive in the educational processes of their children is to be knowledgeable of the issues, policies and processes that affect children. And the only way to be knowledgeable is to be informed.

In times like these, citizen-advocates have an important role to play. You must find out how your child's educational program is working in your community, and sound an alarm if the program's requirements or your child's needs are being ignored. You must learn as much as you can about your child's educational program. This resource manual lists the names of organizations and publications that can help you. These are the people and literature that can tell you how to organize and gather information and can give you tips on what to do with the information once it is collected. Use these resources not just as a way to solve local problems, but also as a way to weave local concerns into strategies that can improve education for all children. In other words, let's move from involvement—to advocacy.

THE BASIC RIGHTS OF STUDENTS AND PARENTS

Apart from the parent/student provisions in specific federal programs like Title I/Chapter I, parents and students have a number of legal rights which they can use to communicate with each other and with school officials and to obtain information.

- **Rights of Free Expression.** Under the First Amendment to the Constitution, parents and students have the right to:
  - speak out
  - publish and/or distribute literature
  - assemble
  - hear speakers
  - form organizations
  - petition or complain to school officials
  - exercise these rights without retaliation from school officials

  Students have the right to engage in these activities on school grounds at any non-disruptive time and place, and any school rules regarding time, place and manner must be tailored only to avoid substantial disruption of the educational process. The law is not entirely clear as to whether parents have the same right to use school grounds for these activities, except, once a school permits outside organizations to use school space, it must make these same facilities available to others, including parents, on a non-discriminatory basis, regardless of the point of view being expressed. Similarly, if a group of students or an outside group is permitted to use school equipment or other special facilities, (such as a public address system, copying machines, or internal mail systems), others must be allowed to do so on an even-handed basis.

  The content of the expression is no basis for restricting it, even when harshly critical of school officials, unless it meets the legal standards for defamation of character or obscenity, or is both intended to and likely to promote immediate violence or illegal acts.

- **Access to Public Information.** Students and parents have the right to inspect and obtain copies of school documents under individual states' "public records" or "freedom of information" laws. These laws vary from state to state in terms of time lines, procedures, and definitions of public records. But generally, they cover most documents that are not personal information about students or other individuals, such as statistics, budgets, program applications and evaluations, etc.

- **Access to Student Records.** The Family Educational Rights and Privacy Act (or Buckley Amendment) gives parents and students over the age of 18 the right to inspect all recorded information about the student maintained anywhere and in any form by the school system (except personal notes maintained by the teacher or other officials, which the official has not disclosed to anyone else), and to obtain, at reasonable cost, copies when information is released to a third party or when denial of copies would effectively deny the right of inspection. The law also prohibits disclosure to third parties outside the school system without written, informed parental consent, (with certain exceptions, such as for court orders), and allows parents to challenge information in student records by requesting amendment or deletion, obtaining a hearing, and/or adding a statement to the file.

  Some of these rights may be supplemented by state law.

ORGANIZATIONS THAT CAN HELP

Primary Resources

The following are some of the organizations that, on a daily basis, work on the behalf of disadvantaged children and promote the rights of parents in the education process.

Center for Law and Education
Gutman Library-3rd Floor
6 Appian Way
Cambridge, MA 02138
617-495-4666
Or in Washington:
236 Massachusetts Avenue, N.E., Suite 504
Washington, DC 20002
202-546-5300

Children's Defense Fund
122 C Street, N.W., Suite 400
Washington, DC 20001
202-628-8787 or 1-800-424-9602

Home and School Institute
1201 16th Street, N.W., Suite 228
Washington, DC 20036
202-466-3633

National Coalition of ESEA Title I/ Chapter I Parents
1314 14th Street, N.W., Suite 6
Washington, DC 20005
202-483-8822

National Committee for Citizens in Education
Suite 410, Wilde Lake Village Green
Columbia, MD 21044
301-997-9300
1-800-NET-WORK (638-9675)

National Congress of Parents and Teachers (National PTA)
1201 16th Street, N.W., Suite 621
Washington, DC 20036
202-822-7878

National School Volunteer Program
701 N. Fairfax Street, Suite 320
Alexandria, VA 22314
703-836-4880

AND . . . Your State Department of Education . . .

Secondary Resources:

The following organizations also can be an immense help to you as you move from involvement in your child's education to involvement in every aspect and issue that affect the lives of children.

American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
703-528-0700

American Federation of Teachers
555 New Jersey Avenue, N.W., 10th Floor
Washington, DC 20001
202-879-4400

American Youth Work Center
1346 Connecticut Avenue, N.W., Suite 925
Washington, DC 20036
202-785-0764

ASPIRA of America
114 E. 28th Street, Suite 300
New York, NY 10016
212-889-6101

Center for Community Change
1000 Wisconsin Avenue, N.W.
Washington, DC 20007
202-342-0519

Center for the Study of Social Policy
236 Massachusetts Avenue, N.E., Suite 405
Washington, DC 20002
202-546-5062

Chicano Education Project
1410 Grant Street, Suite B-104
Denver, CO 80203
303-830-1052

Child Welfare League
440 First Street, N.W., Suite 520
Washington, DC 20001
202-638-2952

Children's Foundation
815 15th Street, N.W., Suite 928
Washington, DC 20005
202-347-3300

Children Workshop
3825 St. Louis Avenue
St. Louis, MO 63107
314-371-1979

Coalition on Block Grants and Human Needs
1000 Wisconsin Avenue, N.W.
Washington, DC 20007
202-342-0726

Conquerors International
246 West 138 Street
New York, NY 10030
212-926-6288

Council for American Private Education
1625 Eye Street, N.W., Suite 1011
Washington, DC 20006
202-659-0016

Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
703-620-3660

Council of Chief State School Officers
444 North Capitol Street, Suite 379
Washington, DC 20001
202-393-8161

Council of Great City Schools
1413 K Street, N.W., Suite 400
Washington, DC 20005
202-371-0163

Education Resources Information Center (ERIC)
Clearinghouse for Urban Education
Box 40
Teachers College, Columbia University
New York, NY 10027
212-678-3437

ETS Chapter I
Technical Assistance Center
1825 I Street, N.W., Suite 475
Washington, DC 20006
202-775-8106

Family Math/Equals
Lawrence Hall of Science
University of California
Berkeley, CA 94720
415-642-5133

Food Research and Action Center
1319 F Street, N.W., Suite 500
Washington, DC 20004
202-393-5060

Indian Law Support Center
Native American Rights Fund
1506 Broadway
Boulder, CO 80302
303-447-8760
Or in Washington:
1712 N Street, N.W.
Washington, DC 20036
202-785-4166

Institute for Responsive Education
605 Commonwealth Avenue
Boston, MA 02215
617-353-3309

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
302-731-1600

Lawyer's Committee for Civil Rights Under Law
1400 Eye Street, N.W., Suite 400
Washington, DC 20005
202-371-1212

League of United Latin American Citizens
National Educational Service Center
400 First Street, N.W., Suite 716
Washington, DC 20001
202-628-8516

League of Women Voters Education Fund
1730 M Street, N.W.
Washington, DC 20036
202-429-1965

Mexican-American Legal Defense and Educational Fund
1701 18th Street, N.W., 4th Floor
Washington, DC 20009
202-393-5111

Migrant Legal Action Program
2001 S Street, N.W., Suite 310
Washington, DC 20009
202-462-7744

NAACP Legal Defense and Educational Fund
806 15th Street, N.W., Suite 940
Washington, DC 20005
202-638-3278

National Alliance of Black School Educators
2816 Georgia Avenue, N.W., Suite 4
Washington, DC 20001
202-483-1549

National Assault on Illiteracy Program
410 Central Park West, Penthouse C
New York, NY 10025
212-867-0898

National Association for the Advancement of Colored People (NAACP)
National Office
186 Remsen Street
Brooklyn, NY 11201
718-858-0800
Or in Washington, DC:
1025 Vermont Avenue, N.W., Suite 820
Washington, DC 20005
202-638-2269

National Association for Bilingual Education
1201 16th Street, N.W.
Washington, DC 20036
202-833-5940

National Association for the Education of Young Children
1834 Connecticut Avenue, N.W.
Washington, DC 20009
202-232-8777

National Association of Elementary School Principals
1920 Association Drive
Reston, VA 22091
703-620-6100

National Association of State Boards of Education
701 North Fairfax, Suite 340
Alexandria, VA 22314
703-684-4000

National Association of State Chapter I Coordinators
120 E 10th Street
Topeka, KS 66612
913-296-3161

National Black Child Development Institute
1463 Rhode Island Avenue, N.W.
Washington, DC 20005
202-387-1281

National Center for Missing and Exploited Children
1835 K Street, N.W., Suite 700
Washington, DC 20006
202-634-9821

National Center for Youth Law
1663 Mission Street, 5th Floor
San Francisco, CA 94103
415-543-3307

National Coalition of Advocates for Students
76 Summer Street, Suite 350
Boston, MA 02110
617-357-8507

National Community Educational Association
1201 16th Street, N.W., Suite 305
Washington, DC 20036
202-466-3530

National Consumer Law Center
11 Beacon Street, Suite 821
Boston, MA 02108
617-523-8010

National Council of Churches
Education and Society Division
475 Riverside Drive
New York, NY 10115
212-870-2511

National Council on LaRaza
20 F Street, N.W., 2nd Floor
Washington, DC 20001
202-628-9600

National Education Association
1201 16th Street, N.W.
Washington, DC 20036
202-833-4000

National Information Center for the Study of Handicapped Children and Youth
Howard University
2900 Van Ness Street, N.W.
Washington, DC 20008
202-686-6726

National Legal Aid and Defender Association
1625 K Street, N.W., 8th Floor
Washington, DC 20006
202-452-0620

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
703-838-6722

National Urban Coalition
1120 G Street, N.W., Suite 900
Washington, DC 20005
202-628-2990

National Urban League
425 13th Street, N.W., Suite 812
Washington, DC 20004
202-393-4332
Or in New York:
500 E. 62nd Street
New York, NY 10021
212-310-9000

Operation PUSH and Push for Excellence
930 East 50th Street
Chicago, IL 60615
312-373-3366

Rainbow Coalition
2100 M Street, N.W., Suite 316
Washington, DC 20037
202-955-5795

Shiloh Family Life Center
1510 9th Street, N.W.
Washington, DC 20001
202-232-4200

Southeastern Public Education Program
169 New Street
Macon, GA 31201
912-742-3335

Southwest Educational Development Laboratory
211 E. Seventh Street
Austin, TX 78701
512-476-6861

St. Augustine's Center
1600 Fillmore Avenue
Buffalo, NY 14211
716-897-4110

The Southern Coalition for Educational Equity
975 North Street, Suite 108
Jackson, MS 39202
601-355-7398

United States Student Association
1 Dupont Circle, N.W., Suite 300
Washington, DC 20036
202-775-8943

U.S. Catholic Conference
Department of Education
1312 Massachusetts Avenue, N.W.
Washington, DC 20005
202-659-6718

U.S. Department of Education
Office of Compensatory Education
400 Maryland Avenue, S.W., Room 3616
ROB 3
Washington, DC 20202
202-245-9846

U.S. Department of Education
Office of Intergovernmental and Interagency Affairs
Office of Public Participation
400 Maryland Avenue, S.W.
Washington, DC 20202
202-472-7177

Voter Education Project, Inc.
52 Fairlie Street, N.W., Suite 360
Atlanta, GA 30303
404-522-7495

Youth Policy Institute
Catholic University
Cardinal Station
Washington, DC 20064
202-635-5487

Congressional Offices:

This is where the **real** differences are made! The following are Congressional committees that debate and often determine the future of our children. Find out how they work—and become a part of the process. Monitor how your Congressional members vote on family, educational and children's issues—and use the power of the vote to make your opinions known.

Congressional Budget Office
U.S. Congress
Washington, DC 20515
202-226-2621

Congressional Black Caucus
344 House Office Building, Annex 2
Washington, DC 20515
202-226-7790

Congressional Hispanic Caucus
557 House Office Building, Annex 2
Washington, DC 20515
202-226-3430

House Budget Committee
214 House Office Building, Annex 1
Washington, DC 20515
202-226-7200

House Education and Labor Committee
2181 Rayburn House Office Building
Washington, DC 20515
202-225-4527

Labor and Human Resources Committee
428 Dirksen Senate Office Building
Washington, DC 20510
202-224-5375

Select Committee on Children, Youth and Families
385 House Office Building, Annex 2
Washington, DC 20515
202-226-7660

Senate Budget Committee
621 Dirksen Senate Office Building
Washington, DC 20510
202-224-0642

U.S. Capitol
Washington, DC 20515
202-224-3121

PUBLICATIONS THAT CAN HELP

The following publications are available from the National Coalition of ESEA Title I/Chapter I Parents:

- **A Nation at Risk.** (National Commission on Excellence in Education; 1983) A blue-ribbon committee appointed by the U.S. Department of Education reports on why U.S. schools are "mediocre" and offers specific recommendations concerning course content, merit pay for teachers, time spent in school, teaching reforms and citizens' roles. (Single copies free)
- **Your Child Can Be a Super Reader.** (Ken Kusnetz; Learning House Publishers, Roslyn Heights, NY; 1980) The idea behind this book is that parents can help their children discover the joy of reading. The book also recommends many outstanding publications that are geared to children's needs and interests. ($3.95)
- **My Calendar Book, Volume II.** (The Afrikan Child and Family Institute of St. Augustine's Center; 1982) This children's story workbook introduces your child to life in African and Caribbean countries. The exercises are thought provoking, and the book makes careful use of pictures to enhance a child's understanding of the lifestyles and cultures of other people. ($5.00)

The following publications are available from the Office of Compensatory Education, U.S. Office of Education, or from your State Department of Education:

- **Chapter I and II Law and Regulations P.L. 97-35.**
- **Nonregulatory Guidelines for Chapters I and II, ECIA.**

From the National Committee for Citizens in Education, we recommend the following publications: (Unless otherwise indicated, these publications were written and published by NCCE.)

- **Parent Involvement: A How-to Handbook For Teachers and Principals.** National experts on parent involvement show educators how to work effectively with parents to improve local schools.*
- **One School At A Time: Managing Your Local School.** School Based Management helps schools and their communities through shared decision-making. This brochure tells you how to start the process in your school district.*
- **Fund Raising By Parent/Citizen Groups.** A step-by-step guide to fund raising activities. Takes parents and citizens through the basics, from identifying sources of support to developing a fundraising plan. Tells how to cultivate and follow-up potential donors, including sample proposals, suggestions on how to form a tax-exempt organization, and tips on reporting back to donors. ($3.50)
- **Your School: How Well Is It Working? A Citizen's Guide To School Evaluation.** This handbook helps citizens use evaluation methods to measure the quality of their local schools. ($3.50)
- **Who Controls The Schools?** This handbook provides several interesting conclusions in response to the question: who has the authority to decide how children should be educated. ($3.50)

*Soon to be released.

- **Developing Leadership For Parent/Citizen Groups.** This guide offers many practical answers to important questions about leadership development using school-oriented problems as examples. ($3.50)
- **Parents Organizing To Improve Schools.** A step-by-step guide to organizing and running parent groups in schools that can act effectively to upgrade the quality of educational and get parents into the education scene in a lasting way. ($3.50)
- **Network.** The NCCE newsletter designed to keep parents up-to-date on local and national happenings in education. Lets you exchange information and views with parents in other places. (Eight issues during the school year; $8.00)
- **The School Budget: It's Your Money; It's Your Business.** The school budget significantly influences what happens to your child in school and the money you spend as a taxpayer. This comprehensive guide for citizens presents useful information on ways to monitor and get involved in your local school budget making process. ($4.95)
- **Politics Of Education: Challenges To State Board Leadership.** (Wesley Apker and Stuart Sandow; Phi Delta Kappa; 1975) This book discusses the shifting centers of responsibility and power in American education and the effects of these forces on various facets of our society, including citizen participation. ($4.25)
- **The Rights Of Parents In The Education Of Their Children.** (Davis Schimmel and Louis Fischer; 1977) This book tells parents in plain terms what rights exist under law for them and their children. The book's goal is to help parents resolve educational conflicts without going to lawyers or resorting to lawsuits. Selected as one of the ten "must" books for 1980 by the *American School Board Journal.* ($4.95)
- **How To Run a School Board Campaign—And Win.** Whether you are backing a candidate or running yourself, you'll benefit from the knowledge shared in this book. It offers a host of campaign strategies, plus the nuts and bolts of publicity, fund raising, gathering endorsements and getting out the vote. ($5.95)
- **Annual Education Check Up Card.** Guidelines to help parents review a child's progress in school, offered on a small pocket-sized card. Includes an inventory of home and school files kept on school children, questions to ask teachers and guidance counselors, steps for appealing school decisions. (25¢ per card)
- **Parents Rights Card.** Wallet-sized cards that list 24 rights parents have in the education of their children under federal or state laws, regulations and court decisions. (25¢ per card)
- **You Can Improve Your Child's School.** (J. William Rioux and the staff of NCCE; Simon & Schuster; 1980) This classic reference offers practical answers to questions parents most frequently ask about public schools, such as "Do I have a say about what textbooks are used?" or "Must I accept the school board's decision to bus my child?" ($9.95)
- **Parent Participation—Student Achievement: The Evidence Grows.** This annotated bibliography provides the most up-to-date evidence available on the positive effects of parent participation on student achievement. ($4.25)

- **How To Help Your Children Achieve In School.** (Weinstein, Wittrock, Underwood and Schulte; National Institute of Education; 1983) This concise guide offers concrete suggestions for helping your child study effectively, including tips on paying attention, learning and remembering, studying and taking notes, and improving performance on tests. ($3.75)
- **What Did You Learn In School Today?** (Bruce Baron, Christine Baron, Bonnie McDonald; Warner Books; 1983) This parent guide focuses on child development and school readiness in the early years. Helps parents to follow and assess a child's verbal and math skills during school years. ($7.95)
- **Family Life and School Achievement: Why Poor Black Children Succeed Or Fail.** (Reginald M. Clark; University of Chicago Press; 1983) This research paper shows that family encouragement and support can determine student success irrespective of the family's structure and economic status. It provides a fascinating, intimate portrait of ten black families as evidence that poor children can academically overcome seemingly insurmountable circumstances. Study identifies the critical attitudes that make the difference. ($7.95)
- **Learning Begins At Home: How Parents Can Help.** (M. Donald Thomas; Salt Lake City School District; 1978) This book tells how children's early life experiences affect the way in which they grow and become independent adults. Emphasizes the importance of positive motivation and communication. ($4.25)
- **Raising Children To Achieve.** (Eric Johnson; Walker & Co.; 1984) High achievers are independent learners who set goals and work towards them. This book focuses on the characteristics of schools and families that foster high achievement. ($14.95)
- **A Guide For The Powerless And Those Who Don't Know Their Own Power.** (Samuel Halperin; Institute for Educational Leadership; 1981) Every citizen has the potential for affecting policy, but many groups do not know how to translate their position into political clout. This primer on power tells citizens how to make their influence felt. ($3.00)
- **Partners: Parents And Schools.** (Ronald S. Brandt, ed.; Association for Supervision & Curriculum Development; 1979) The role of parents in public schools can be varied. For some it may be limited to home-centered teaching which reinforces school learning. Others may serve as school volunteers. A third group may choose to become involved in school decisionmaking. This series of short, well-annotated essays by experts examines the pros and cons of a variety of forms of parent/school relationships. ($4.75)
- **A Citizens Notebook For Effective Schools.** (Compiled by Ross Zerchykov; Institute for Responsive Education; 1984) This looseleaf notebook has a variety of information on what makes schools effective for all children and how parents contribute directly to helping their own children learn. ($20.00)
- **How To Fix What's Wrong With Our Schools.** (Bertha Davis and Dorothy Arnof; Ticknor and Fields, Houghton Mifflin; 1983) This book tells you how to evaluate and improve the school curriculum, attract good teachers, remove incompetent ones and make the teachers at your school better and more effective in teaching every child. ($6.95)
- **Don't Blame The Kids: The Trouble With America's Public Schools.** (Gene I. Maeroff; McGraw-Hill; 1982) This book takes an indepth look at the critical issues facing America's schools, such as competency testing, teacher

training, education financing and the role of parents in the education process. Especially interesting is the story of a parent group that refused to be intimidated by local school officials. ($5.95)

- **The Home-School Connection.** (Carter H. Collins, Oliver Moles, Mary Cross; Institute for Responsive Education; 1982) This book provides descriptions of 28 parent participation projects in 24 big city school systems. Learn how other schools are effectively involving parents as tutors, monitors of homework and attendance, guides for children in using community resources and in home-centered learning activities. ($8.00)
- **Parent Participation In Federal Education Programs: What Did You Lose?** A complete survey of all requirements for parent and public involvement in federal education programs, including an explanation of what provisions were lost in the recent education block grant consolidation. ($1.00)
- **Ralph Nader Presents A Citizens Guide to Lobbying.** (Marc Caplan; W. W. Norton; 1983) If you want to change things, learn how from an expert. This readable guide gives concrete examples of how to have favorable legislation written and enacted. Learn how to work with legislative committees, be persuasive at public hearings, frame an issue and present your case successfully. ($6.95)
- **The Learning Contract.** This document is a written agreement between parents, teachers and a student in which all agree to do their best throughout the year to make the student's school experience as positive and productive as it can be. The agreement creates a partnership between home and school that supports and assists a child in school. It can be used successfully with children of all ages and with all ranges of ability and past records of school performance. ($1.00 per contract)
- **No Strings Attached: An Interim Report on the New Education Block Grants.** (Anne Henderson, ed., 1983) How has federal aid shifted as a result of block grant funding? To whose benefit? Is the public really involved as required by law? This interim report provides some interesting insights obtained from NCCE's own monitoring of block grants. ($4.25)

From the National Black Child Development Institute, we recommend:

- **Who Bears the Burden? Black Children in America: Impact of the President's FY 85 Budget Proposal.** Published annually, this report examines the impact of proposed budget cuts on select health, education and family programs for Black children. ($5.75)
- **NBCDI Annual Calendar of Black Children.** Features information on Black history, inspiring poetry and stunning photographs of Black children. ($5.50)

From the Children's Defense Fund, we recommend:

- **Black and White Children In America: Key Facts.** (January 1985) This book examines such issues as child poverty, family income, education, health, and teen pregnancy, and documents the steady economic decline of America's children, and of black children in particular since 1980.* ($9.95)

*Soon to be released.

- **Adolescent Pregnancy Child Watch Manual.** (September 1984) The Adolescent Pregnancy Child Watch is a project to help local communities learn more about preventing adolescent pregnancy. This manual offers a step-by-step guide for setting up a local project: it explains the goals of the program, how to participate, and how to find out what can be done to prevent children from having children. ($9.50)
- **Title I—Chapter I: A Monitoring Guide.** (1983) This guide contains everything you need to know about the differences between Title I and Chapter I, as well as how to organize a monitoring project in your community. This book is for all advocates concerned about the education of disadvantaged children. ($5.50)
- **A Children's Defense Budget: An Analysis Of The President's FY 1986 Budget And Children.** (1985) This book explains what the President's proposed budget means in terms of programs that help children in education, health child care and welfare. The book summarizes federal spending on programs for children, describes how the President's budget becomes the nation's and proposes an agenda for action. ($14.95)
- **American Children in Poverty.** (1984) This report establishes the great unmet needs of America's poor children. Based on original CDF research and unpublished government data, it details the rise in child poverty and examines its causes. The report also analyzes the impact of federal program changes and budget cuts on poor children and families and outlines the benefits of federal investment in education. ($9.95)
- **It's Time To Stand Up For Your Children: A Parent's Guide To Child Advocacy.** (1982) A handbook designed to educate the public about selected children's needs and to encourage a stronger role for families and community groups in meeting this need and in protecting children's rights. ($2.50)
- **Where Do You Look? An Information Resource For Child Advocates.** (1980) A practical guide about where to look, who to ask, and how to find out about the needs of children in your own community. ($5.50)
- **"An Interim Report on the Implementation of Chapter I."** This report is based on a CDF monitoring survey of 48 Chapter I state directors from the Summer of 1983 to the Fall of 1984. The results point to some provocative differences in implementation practices under Title I ESEA and Chapter I ECIA. ($5.75)
- **How Congress Stands on Children.** An annual publication showing the voting records of members of Congress. ($3.50)
- **Chapter I: Is It Working?** This brochure describes what Chapter I is and how to evaluate its effectiveness in your community. ($12.00 per 100)

From the Home and School Institute, we recommend:

- **Survival Guide For Busy Parents: Help Children Do Well At School While You Do Well On the Job.** (Preview Edition) This is a lively "working wonders" handbook for teaching children at home combined with tips on managing home and job responsibilities. Gives activities for mornings, evenings and weekends. Especially useful for working parents and single parents. ($12.00)
- **101 Activities for Building More Effective School-Community Involvement.** Activities for innovative back-to-school nights and parent-teacher events.

Contents include activities linking people to people and using community resources. Ideal for putting new life into school-community outreach. ($8.00)

- **Families Learning Together.** Simultaneous learning for adults and children in such subjects as occupations, health, consumerism, community resources, citizenship. ($10.00)
- **A Family Affair: Education.** Activities for parents and for teachers include home teaching approaches and yearly planning for school-community involvement. ($8.00)

From the Center for Law and Education, we recommend:

- **Draft School Policy on Parent Involvement in Chapter I.** This document is designed to provide additional guidance on the parent involvement requirements of Chapter I ECIA—particularly the requirements related to effective parent consultation policies. (Single copies free)
- **Your Rights as a Parent to be Involved in Chapter I.** Tells parents their specific rights as mandated under Chapter I, and where to turn when these rights are violated. (Single copies free)
- **Newsnotes.** An informative newsletter that keeps you up-to-date on current education legislation. (Free)
- **Effective Schools for Poor Children: A Parent Handbook.** This handbook is designed to let parents know how to judge the quality of schools and what role they can play in making schools better. ($1.75)
- **Getting Involved: Parents, Students and Schools.** This handbook is for parents, especially parents of elementary or high school students who need some creative ways to provide education help in the home.*

Other recommended publications and activities:

- **Poverty Among Children.** (Congressional Budget Office; 1984) The number of children in poverty grew by 3.7 million in the period from 1979 to 1982 and remained at roughly the same level in 1983, according to this recently completed analysis by the Congressional Budget Office. This increase in the poverty rate from 16 to 22 percent the report states, places poverty at its highest level in 21 years. Single copies of this summary may be obtained, free-of-charge, by writing or calling the Congressional Budget Office.
- **"Barriers To Excellence: Our Children At Risk."** (National Coalition of Advocates for Students; 1985) This two-year study of the nation's public schools focuses on the status of "at-risk" students—those who are poor, minority, female, handicapped or have special needs. The report presents data and testimony on such issues as discrimination by race, sex and class; rising school drop out rates; inequitable financing of schools; the effect of early childhood education; and the value of education for children with special needs. ($5.50 prepaid)
- **"The Nation Responds: Recent Efforts to Improve Education."** (U.S. Department of Education; May 1984) This volume was written in response to recent studies in education, including the report of the National Commission on Excellence in Education, *A Nation At Risk*. This report describes efforts to improve education at the national, local school district, postsecondary institution and private sector level. ($7.50)

*Soon to be released.

- **Federal Education Budget Policy, 1980-84: Effects on the Great City Schools.** (Council of Great City Schools; 1984) This report examines the effect of the last four years of federal education budget policy on the nation's inner city schools. The results are based on 35 major urban school systems, which serve 4.2 million inner city youngsters, 75% of whom are minorities. ($10.00)
- **"Community Access to Information on Education: A Case Study on the Education Block Grant."** (National Council on LaRaza; August 1984) This paper reports on the effects of Chapter II—the Education Block Grants—on the availability of information to the Hispanic community. ($2.50 per copy)
- **The First Year of Chapter I.** (Available from the Lawyers Committee for Civil Rights Under Law; 1984) This report provides a comparison of state and local practices under Title I ESEA and Chapter I ECIA. ($20.00)
- **School Power: Implications of An Intervention Project.** (James P. Comer; The Free Press, a division of MacMillan Publishing Co., New York; 1980) This is the first book to demonstrate the effect of psychological, social and institutional forces on the performance of teachers, parents and schools. It shows how a university, a public school system and parents worked together to move problem schools to an acceptable level of social and academic improvement. ($14.95)
- **We've Come This Far.** A well-written booklet describing the history of the New Orleans City-Wide Parent Advisory Council. For additional information contact Mr. Milton Thomas, New Orleans Parish Schools, 4100 Touro, New Orleans, LA 70122. (Single copies free upon request)
- **A Parent's Guide To Understanding Tests.** (CTB/McGraw-Hill, Del Monte Research Park, Monterey, CA 93940) This pamphlet provides some interesting facts about school testing and how it relates to your child's academic progress. Also lists pre- and post-test activities for parents to use in helping their children prepare for and take tests. (Free upon request, but must send self-addressed, stamped, return envelope.)
- **Parents . . . A Basic Skills Sourcebook.** (Market Stimulation Inc., P.O. Box 56014, New Orleans, LA 70156) A guidebook for parents of children ages 5-13. Each chapter discusses the skill and emotional developments that accompany varying stages of growth and provides a list of parent/child activities that make the periods of transition more meaningful to both. ($5.00)
- **Developing Positive Self-Images & Discipline in Black Children.** (Jawanza Kunjufu; African-American Images; Chicago, IL; 1984) This book examines the factors that influence the development of self-esteem and self-discipline in Black children. ($6.95)
- **Education Handbook For Black Families.** (Delores Lowe Friedman; Anchor Press/Doubleday; 1980) This reference guide provides an abundance of information on children's literature, educational aids, games, reading and study habits and a host of school and home activities which help to stimulate creativity and cultural curiosity in children from infancy to late adolescence. ($14.95)
- **The Black Resource Guide—1985 Edition.** (Black Resource Guide, Inc., 501 Oneida Place, N.W., Washington, DC 20011; 1985) A comprehensive listing of sources of assistance and information available in the Black community. This directory includes listings in such entreprenuerial areas as business development centers, business vendors, executive recruiters, bar associations, and organizations active in cable television franchising, as well as listings for established Black

political, entertainment, and academic individuals, organizations and publications. ($25.00)

- **The Open Door Magazine.** (Published monthly by Webb-Johnson Publications; P.O. Box 73893, Baton Rouge, LA 70897) A literary magazine dedicated to helping children ages 8-12 develop reading and writing skills, build positive attitudes and high ideals and grow in knowledge and creativity. Originally designed for children in Louisiana, the magazine has been well received in other parts of the country as well. (Children's membership in the Open Door Clubhouse costs $4.95)
- **If Everyone and Everything Were Lazy.** (Webb-Johnson Publications; P.O. Box 73893, Baton Rouge, LA 70897) This book focuses on teaching children the importance of various occupations in the work world. Also includes lessons on good conduct, manners and hygiene. Suitable for children in middle to upper elementary grade levels, but can be adapted to younger children as well. ($4.95)
- **The Reading Advancer.** (Assault on Illiteracy Project, Suite 1101, New York, NY 10017) A weekly supplemental reading tool designed to stimulate an interest in reading, self esteem and parent participation in the learning process. (Call AOIP for subscription information)
- **Food Sense.** (Sarah Byrd Publications, Box 7417, Silver Spring, MD 20907) A quarterly newsletter providing nutritional information, recipes and suggestions on how to save time and money when buying, storing and preparing food. (One year subscription—$4.50)
- **Fingermath.** (Fingermath International, Education Center, Box 92, Poughquag, NY 12570) An innovative approach to teaching math concepts that converts the hands into an accurate and dependable calculator that can accumulate and store numerical input. (Check distributor for price information)
- **Rise 'N Fly.** (Olds, Ogden & Johnson, P.O. Box 200, Rockland, DE 19732) An exciting new educational game which combines elements of the card game "Bid Whist" with informative questions on Black history, lifestyles, sports, music and arts. ($30.00)

For additional copies of this guide, contact:

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